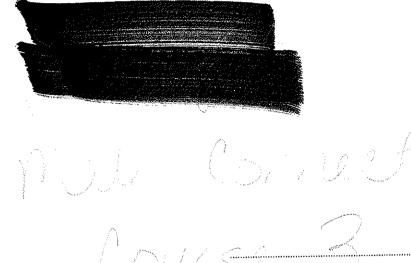
Title of Instructional Materials: Glencoe Math Connects Course 3

Grade Level: Grade 8

Summary of Glencoe Course 3

Overall Rating:	☐ Weak (1-2) ☐ Moderate (2-3) ☑ Strong (3-4)	Important Mathematical Ideas:	Weak (1-2)Moderate (2-3)Strong (3-4)
Summary / Justification / Evider The 8 th grade edition does an excellance core standards, if the supplemental is wonderful for student and family Statistics and Probability but very well-developed. The real-world exinteresting to students.	llent job of teaching the Common all materials are used. The website y use. This textbook is weak in strong overall. Algebra is very	Summary / Justification / Eviden	ice:
Skills and Procedures:	☐ Weak (1-2) ☐ Moderate (2-3) ☑ Strong (3-4)	Mathematical Relationships:	☐ Weak (1-2) ☐ Moderate (2-3) ☑ Strong (3-4)
Summary / Justification / Eviden	nce:	Summary / Justification / Eviden	ice:



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Instructional Materials Analysis and Selection

Phase 3: Assessing Content Alignment to the Common Core State Standards for Mathematics

Grade 8



a project of

The Charles A. Dana Center at the University of Texas at Austin

Instructional Materials Analysis and Selection

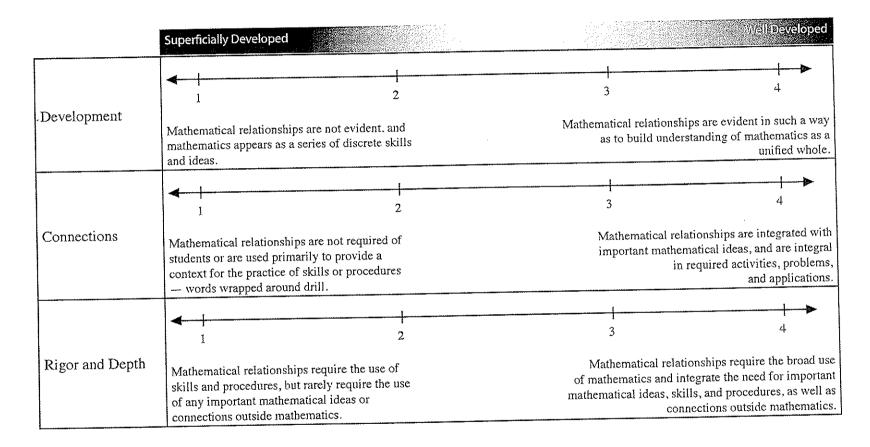
Phase 3:

Assessing Content Alignment to the Common Core State Standards for Mathematics

Advoject of
The Indiana Education Roundtable, The Indiana Department of Education,
and
The Charles A. Dana Conter at The University of Texas at Austin

2010-2011

Mathematical Relationships: Understanding the scoring



Reviewed By:	
Title of Instructional Materials:	

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

1-1,1-8,3-6,7-2,9-8

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

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Reviewed By:	
Title of Instructional Materials:	

2. Reason abstractly and quantitatively.

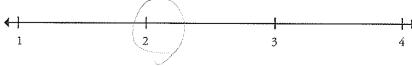
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

4-3,7-6,8-4,9-2,9-3

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:		
Title of Instructional Materia	s:	

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

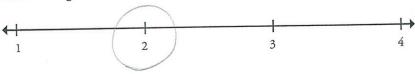
Indicate the chapter(s), section(s), or page(s) reviewed.

3-5, Ext 6-4, 7-5, 8-2, Ext 9-5

Summary/Justification/Evidence

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Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

3-3,4-6,8-5,9-9,10-3

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:	
Title of Instructional Materials:	

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

3-7, Ext. 4-2, Exp. 8-4 Ext. 9-6, Ext. 9-9

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

2-9,3-2, 3-6,9-6, 5x4, 10-4

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:	***************************************
Title of Instructional Materials:	

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Overall Rating

Indicate the chapter(s), section(s), or page(s) reviewed.

3-4, 4-4, 5x 2 4-7, 5x 2 6-

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Found throughout

Reviewed By:	
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Title of Instructional Materials:	

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y-2)/(x-1)=3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1), $(x-1)(x^2+x+1)$, and $(x-1)(x^3+x^2+x+1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

2-8,6-2,9-1,9-4,10-5

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Found Plant



Reviewed By:	
Title of Instructional Materials:	

MATHEMATICS: GRADE 8 - THE NUMBER SYSTEM - 8.NS

Know that there are numbers that are not rational, and approximate them by rational numbers.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.			ard are	
8.NS.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal	Important Mathematical Ideas	1	2	3	4
expansion which repeats eventually into a rational number.	Skills and Procedures	1	2	3	 →
~	Mathematical Relationships	1	2	/3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E Portions of the domain, cludeveloped in the instruction	ıster, and st		re missing or no	t well
	, manufactures	Andrew and the second of the s			
	Overall Rating	1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

MATHEMATICS: GRADE 8 - THE NUMBER SYSTEM - 8.NS

Summary and documentation of how the domain, cluster, and standard are Know that there are numbers that are not rational, and approximate met. Cite examples from the materials. them by rational numbers. 8.NS.2 Important Mathematical Ideas Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π²). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations. Skills and Procedures Mathematical Relationships 2 Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. 3-0,3-4,6+3-6 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 1 3

Reviewed By:	
Title of Instructional Materials:	

Work with radicals and integer exponents.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			ard are	
8.EE.1	Important Mathematical Ideas	4			
Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.		1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	1 3	}
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
10-5:10-6:10-7 4-	Portions of the domain, clu developed in the instructio			re missing or no	t well
		<u> </u>			
	Overall Rating	1	2	3	

Reviewed By:

Title of Instructional Materials:

MATHEMATICS: GRADE 8 - EXPRESSIONS AND EQUATIONS - 8.EE

Work with radicals and integer exponents.

8.EE.2

Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

3-1, 3-2, 3-4, 3-5, 3-6, 3-7, 10-8, L.A. 4

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures

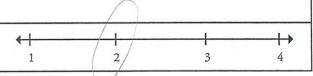


Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

Work with radicals and integer exponents.	Summary and documentation met. Cite examples from the	on of how the	ne domain, c	luster, and standa	ard are
8.EE.3 Use numbers expressed in the form of a single digit times an integer power	Important Mathematical Ideas				
of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 × 10° and the population of the world as 7 × 10°, and determine that the world population is more than 20 times larger. Indicate the chapter(s), section(s), and/or page(s) reviewed.		1	2	3	4
	Skills and Procedures	1	2	3	 →
	Mathematical Relationships	1	2	3	 4
	Summary / Justification / Ev	ridence			
	Portions of the domain, clus developed in the instruction	ster, and sta	andard that a s (if any):	re missing or not	well
	Overall Rating				
	Overall Rating	1	2	3	

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Reviewed By:

Title of Instructional Materials:

MATHEMATICS: GRADE 8 - EXPRESSIONS AND EQUATIONS - 8.EE

Summary and documentation of how the domain, cluster, and standard are Work with radicals and integer exponents. met. Cite examples from the materials. 8.EE.4 Important Mathematical Ideas Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by Skills and Procedures technology. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Clessons 1+2 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:

Title of Instructional Materials:

MATHEMATICS: GRADE 8 - EXPRESSIONS AND EQUATIONS - 8.EE

Understand the connections between proportional relationships, lines, and linear equations.

8.EE.5

Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

4-4, 9-4, 9-5, Ext 9-5,

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

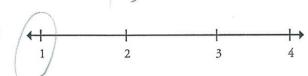
Important Mathematical Ideas



Skills and Procedures



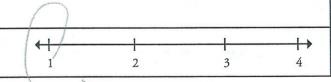
Mathematical Relationships



Summary / Justification / Evidence

The rest found

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:

Title of Instructional Materials:

MATHEMATICS: GRADE 8 - EXPRESSIONS AND EQUATIONS - 8.EE

Understand the connections between proportional relationships, lines, and linear equations.

8.EE.6

Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

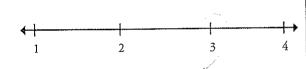
Important Mathematical Ideas 🔟

1 2 3 4

Skills and Procedures



Mathematical Relationships

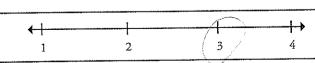


Summary / Justification / Evidence

Indicate the chapter(s), section(s), and/or page(s) reviewed.

9-5, 5x+ 9-5, 9-6, 5x+ 9-6

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:		
	Title of Instructional Materials:	

Analyze and solve linear equations and pairs of simultaneous linear Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials. equations. 8.EE.7a Important Mathematical Ideas 7. Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given Skills and Procedures equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers). Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. C USSON 3 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Analyze and solve linear equations and pairs of simultaneous linear equations.	Summary and documentation of homet. Cite examples from the materi	w the domain, cluster, and standard are als.
8.EE.7b 7. Solve linear equations in one variable. b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	Important Mathematical Ideas 1 Skills and Procedures	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$
	Mathematical Relationships 1	2 3 4
	Summary / Justification / Evidence	
	Portions of the domain, cluster, an developed in the instructional mate	d standard that are missing or not well erials (if any):
	Overall Rating	2 3 4

The Charles A. Dana Center

Reviewed By:	
Title of Instructional Materials:	

Analyze and solve linear equations and pairs of simultaneous linear equations.	Summary and documentation met. Cite examples from the		ne domain, cli	uster, and standa	ird are
8. Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. Indicate the chapter(s), section(s), and/or page(s) reviewed.	Important Mathematical Ideas Skills and Procedures	1	2	3	4
	Mathematical Relationships	1 1	2	3	4
	Summary / Justification / Eventual Portions of the domain, clu	ster, and sta		re missing or not	well
	developed in the instruction	nal materials	s (if any):	3	 - → 4

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Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Analyze and solve linear equations and pairs of simultaneous linear met. Cite examples from the materials. equations. 8.EE.8b Important Mathematical Ideas 8. Analyze and solve pairs of simultaneous linear equations. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have Skills and Procedures no solution because 3x + 2y cannot simultaneously be 5 and 6. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Lesson 5 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:		
Title of Instructional Materials:		

Analyze and solve linear equations and pairs of simultaneous linear equations.	Summary and documentation of how the domain, cluster, and standard ar met. Cite examples from the materials.	е
8.EE.8c 8. Analyze and solve pairs of simultaneous linear equations. c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair. Indicate the chapter(s), section(s), and/or page(s) reviewed.	Important Mathematical Ideas 1 2 3 4	**************************************
	Skills and Procedures 1 2 3 4	→
	Mathematical Relationships 1 2 3	→
	Summary / Justification / Evidence	
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	
	Overall Rating	Þ

Reviewed By:	
Title of Instructional Materials:	

Define, evaluate, and compare functions.	Summary and documentation met. Cite examples from the m	of how the domain, cluster, and standard are naterials.
8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.1	Important Mathematical Ideas	1 2 3 4
	Skills and Procedures	1 2 3 4
	Mathematical Relationships	1 2 3 4
1 Function notation is not required in Grade 8. Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evid	
9-2, Ext 9-0, 9-3, 9-6, 6	Portions of the domain, clusted developed in the instructional	er, and standard that are missing or not well I materials (if any):
	Overall Rating ←	1 2 3 4

Reviewed By:	
Title of Instructional Materials:	

Define, evaluate, and compare functions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and	Important Mathematical Ideas 1 2 3 4
a linear function represented by an algebraic expression, determine which function has the greater rate of change.	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence
C Cession 7	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating

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Reviewed By:	
-	
Title of Instructional Materials:	

Define, evaluate, and compare functions.	Summary and documentation met. Cite examples from the			uster, and stand	ard are
Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points $(1,1)$, $(2,4)$ and $(3,9)$,	Important Mathematical Ideas	 	2	$\frac{1}{3}$	4
	Skills and Procedures	1	2	1 3	4
	Mathematical Relationships	1	2	3	→ 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
	Portions of the domain, clu developed in the instructio			re missing or no	ot well
	Overall Rating	← 1	2	1 3	- → 4

Reviewed By:	
Title of Instructional Materials:	

Use functions to model relationships between quantities.	Summary and documentation met. Cite examples from the			luster, and stanc	lard are
8.F.4					
Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of	Important Mathematical Ideas	1	2	3	4
a table of from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	Skills and Procedures	1	2	1 3	4
	Mathematical Relationships	∢- 1	2	1/3	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ev		tandard that a	re missing or no	ot well
Ext 9-5, 9-6, Ext 9-6, 4	developed in the instruction			3	
	Overall Rating	1	2	3	 →

Reviewed By:	
Title of Instructional Materials:	

Use functions to model relationships between quantities.	Summary and documentation met. Cite examples from the			domain, c	luster, and stan	dard are
8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	Important Mathematical Ideas	1		2	1 3	4
	Skills and Procedures	1		2	1 3	4
	Mathematical Relationships	(1		2	1 3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ev			Vard that	are missing or n	ot wall
4-3, Closson 9	developed in the instruction	nal mai	terials (i	iard that i	are missing or n	ot well
	Overall Rating	← 1		2	1 3	

The Charles A. Dana Center

Reviewed By:	MAZHADA BAYANA DRIWAN ABRITANIN YANGO KA		
Title of Instructional Materials:			

Understand congruence and similarity using physical models, transparencies, or geometry software.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Verify experimentally the properties of rotations, reflections, and translations:	Important Mathematical Ideas 1 2 3 4
a. Lines are taken to lines, and line segments to line segments of the same length.	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence
indicate the chapter(s), section(s), and/or page(s) reviewed.	
C Lessons 10 + 11	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	lines?
	Overall Rating 1 2 3 4

Reviewed By:	
Title of Instructional Materials:	

Understand congruence and similarity using physical models, transparencies, or geometry software. Summary and documentation of how the domain, clumet. Cite examples from the materials.			
8.G.1b1. Verify experimentally the properties of rotations, reflections, and translations:	Important Mathematical Ideas 1 2 3 4		
b. Angles are taken to angles of the same measure.	Skills and Procedures 1 2 3 4		
	Mathematical Relationships 1 2 3 4		
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence		
Clesson 10 + 11	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):		
	Overall Rating		

Reviewed By:	
Title of Instructional Materials:	

Understand congruence and similarity using physical models, transparencies, or geometry software.		Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
Verify experimentally the properties of rotations, reflections, and translations:	Important Mathematical Ideas	1 2	1 3	 → 4	
c. Parallel lines are taken to parallel lines.	Skills and Procedures	1 2	3	4	
	Mathematical Relationships	1 2	3	 	
	Summary / Justification / Eviden	се			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Clessons 10 + 11	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
	Not four	d			
	Overall Rating	1 2	1		

Reviewed By:	
Title of Instructional Materials:	

Understand congruence and similarity using physical models, transparencies, or geometry software.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.			dard are	
8.G.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections,	Important Mathematical Ideas	($\frac{1}{2}$	3	4
and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	Skills and Procedures	4 		3	
	Mathematical Relationships	← 1	——————————————————————————————————————	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence Portions of the domain, cluster, and standard that are missing or not well				
	developed in the instruction	nal materi	ials (if any):		
	Overall Rating	(1	1 2	3	

The Charles A. Dana Center

Reviewed By:	
Title of Instructional Materials:	

Understand congruence and similarity using physical models, transparencies, or geometry software.	Summary and documentation of how the domain, cluster, and standard ar met. Cite examples from the materials.				ard are
8.G.3	F (13.8 (* * 17.1				
Describe the effect of dilations, translations, rotations, and reflections or dimensional figures using coordinates.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed. 4-8, Ext 4-8, 6-4, 6-4, 6-4, 6-4, 6-4, 6-4, 6-4, 6-4	Summary / Justification / Evidence Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
	Overall Rating				

Reviewed By:	
Title of Instructional Materials:	٠

erstand congruence and similarity using physical models, sparencies, or geometry software. Summary and documentation of how the domain, cluster, and met. Cite examples from the materials.			ster, and standa	rd are	
8.G.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	Important Mathematical Ideas	1	2	3	— → 4
,	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3)	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
4-7, Ext 4-7, 4-8, Clesson 13	Portions of the domain, clu developed in the instruction			missing or not	well
	Overall Rating	1	2	3	

Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Understand congruence and similarity using physical models, met. Cite examples from the materials. transparencies, or geometry software. 8.G.5 Important Mathematical Ideas Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of Skills and Procedures transversals why this is so. Mathematical Relationships 2 Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Understand and apply the Pythagorean Theorem.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.	are
8.G.6 Explain a proof of the Pythagorean Theorem and its converse.	Important Mathematical Ideas 1 2 3	4
	Skills and Procedures 1 2 3	4
	Mathematical Relationships 1 2 3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence Portions of the domain, cluster, and standard that are missing or not we	vell
	developed in the instructional materials (if any):	
	Overall Rating 1 1 2 3	

Reviewed By:	
Title of Instructional Materials:	

Understand and apply the Pythagorean Theorem.	Summary and documentation of how the domain, cluster, and standard at met. Cite examples from the materials.				ard are
8.G.7	Important Mathematical Ideas	. •	,	678	
Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	important wathematical ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	 → 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
	Portions of the domain, clu developed in the instruction			missing or no	t well
			garage and the second		
	Overall Rating	1	2	1 3	4

The Charles A. Dana Center

Reviewed By:		
Title of Instructional Materials:	:	

Understand and apply the Pythagorean Theorem.	Summary and documentation met. Cite examples from the	on of how e materials	the domain, clu s.	ster, and stand	ard are
8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	Important Mathematical Ideas	4 f	1		1
	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	(
		1	2	3	4
	Mathematical Relationships	(
		1	2	3	4
	Summary / Justification / Evidence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.	F5073				
	Portions of the domain, clu developed in the instructio			e missing or no	t well
		* س			
	Our well Parking				
	Overall Rating	1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	Summary and documentation of how the domain, cluster, and standard armet. Cite examples from the materials.			lard are	
8.G.9					
Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	Important Mathematical Ideas	{ 			
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	l	2	3	4
	Skills and Procedures			Partie and	
		1	2	3	4
	Mathematical Relationships	(
		1	2	/ 3	4
	Summary / Justification / Evidence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
7-5,7-6 Exp 7 2 7 2 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
	manage products 4				
	Overall Rating				
		1	2	3	4

Title of Instructional Materials:

MATHEMATICS: GRADE 8 - STATISTICS AND PROBABILITY - 8.SP

Investigate patterns of association in bivariate data.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

8.SP.1

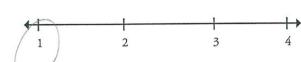
Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

Skills and Procedures



Mathematical Relationships

Important Mathematical Ideas



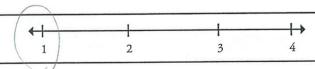
Summary / Justification / Evidence

Indicate the chapter(s), section(s), and/or page(s) reviewed.

9-8,9-9, Ext 9-9, Clesson 15

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By:		
Title of Instructional Materials:		

MATHEMATICS: GRADE 8 - STATISTICS AND PROBABILITY - 8.SP

Summary and documentation of how the domain, cluster, and standard are Investigate patterns of association in bivariate data. met. Cite examples from the materials. 8.SP.2 Important Mathematical Ideas Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. Skills and Procedures Mathematical Relationships Summary / Justification / Evidence First part of Standard found Indicate the chapter(s), section(s), and/or page(s) reviewed. 9-9, Ext 9-9 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

MATHEMATICS: GRADE 8 - STATISTICS AND PROBABILITY - 8.SP

Investigate patterns of association in bivariate data.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of	Important Mathematical Ideas 1 2 3 4
1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence
9-9, Ext 9-9	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Our all Paties
	Overall Rating 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

Reviewed By:	
Title of Instructional Materials:	

MATHEMATICS: GRADE 8 - STATISTICS AND PROBABILITY - 8.SP

Investigate patterns of association in bivariate data.	Summary and documentation met. Cite examples from the		domain, cl	uster, and standa	ırd are
8.SP.4 Understand that patterns of association can also be seen in bivariate	Important Mathematical Ideas				- →
categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative		1	2	3	4
frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your	Skills and Procedures	(- →
class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?		1	2	3	4
	Mathematical Relationships	(<u> </u>	 -} │
		1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / En	vidence		·	
0 lesson 16	Portions of the domain, cludeveloped in the instruction			e missing or not	well
		and the second s			
	Overall Rating	1	2	3	- → 4

	MATHEMATICAL PRACTICES	Chapter/Section/Page		:	1	Summary/ Justification/Evidence	Missing pieces of Math Practice	Overall Rating
	Make sense of problems and persevere in solving them.							
	2. Reason abstractly and quantitatively.							,,
	3. Construct viable arguments and critique the reasoning of others.					"Find the Erny"		4
	4. Model with mathematics.					lots of good exe	pes	4
	5. Use appropriate tools strategically.							
	6. Attend to precision.							
	7. Look for and make use of structure.					Profs		4
	8. Look for and express regularity in repeated reasoning.							
.NS	THE NUMBER SYSTEM	Chapter/Section/Page	Important Math	Skills and Procedures	Math Relationships	Summary/ Justification/Evidence	Missing portions of Standards	Overall Rating
	Know that there are numbers that are not rational, and approximate them by rational numbers.	p.84-89						
3.NS.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeates eventually, and convert a decimal expansion which repeats eventually into a rational number.	p. 155-159	4	4	4	GRE invests, starks	_	4
3.NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions	p.148-151, 155-159,172	4	4	4	Sell, buildings		4
3.EE	Work with radicals and integer exponents.							
8.EE.1	Know and apply the properties of integer exponents to generate equivalent numberical expressions.	545-558	3	4	4		particular de la constitución de	4
8.EE.2	Use square root and cube root symbols to represent solutions to equations of the form x^2 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that square root of 2 is irrational.	144-151, 178 599-562	3	4	4			4
8.EE.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.	130-133 (CC) 5-11	4	4	4			4
8.EE.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology.	© 5-11	4	4	4	GRE-emails *Hechnology		4
	Understand the connections between proportional relationships, lines, and linear							
8.ÉE.5	equations. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. Ex: compare a distance-time graph to a distance-time equations to determine which of two moving objects has greater speed.	204-209 481-501	4	4	4	GRE-song down be set pince, recipe.	——	4

(CC) = Common Core additions

GRE = good real-world examples

		Iden	Steil	Rationsty	Survey	Missim	Overal
Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y=mx$ for a line through the origin and the equation $y=mx+b$ for a line intercepting the vertical axis at b .	487-501	4	4	Y	GRE-printer, bike-a-thm, dog years, mpg		4
Analyze and solve linear equations and pairs of simultaneous linear equations.	V						
Solve linear equations in one variable. A. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and be are different numbers).	65-73 119-123 422-437 (CC) 12-16	4	4	4	Using Papadies in Prest from		4
Solve linear equations in one variable. B. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	119-103422-437 CC 12-21	4	4	4	(vov. on bull sides) social notions	phone in the second second	4
Analyze and solve pairs of simultaneous linear equations. A. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	502-507 © 26	4	4	4	GRE-shipping lades		4
Analyze and solve pairs of simultaneous linear equations. B. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. Ex: $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 26$ cannot simultaneously be 5 and 6.	@ 22-25	4	Y	4	GRE-food, dulles videogunes		4
Analyze and solve pairs of simultaneous linear equations. C. Solve real-world and mathematical problems leading to two linear equations in two variables. Ex: Given coordiantes for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.	502-507 @ 22-26	4	4	4	GRE-bicycling p. 506 J Moperp. 26(cc)		4
and the same of th							'
FUNCTIONS							
Define, evaluate, and compare functions. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (Note: Function notation is not required in 8th grade.)	469-480 495-501	4	4	4	GRE-OVD'S bowling		4
Compare properties of two functions each represented in a different way (aggebraically, graphically, numerically in tables, or by verbal descriptions). Ex: Given a linear function represented by a table of values and a linear function represented by an algebralic expression, determine which function has the greater rate of change.	© 27-32	4	4	4	aninols, liberateds		4
Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Ex: The function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9) which are not on a straight line.	475-501 528-544(noutro) 4	4	4			4
Use functions to model relationships between quantitites.							
a graph. Interpret the rate of change and initial value of a linear function in terms of	198-209 475-501 (C) 33-37	4	4	4	OPE-Partys Fexting	Control	4
	distinct points on a non-vertical line in the coordinate plane; derive the equation $y=mx$ for a line through the origin and the equation $y=mx+b$ for a line intercepting the vertical axis at b . Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. A. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x=a$, $a=a$, or $a=b$ results (where a and b are different numbers). Solve linear equations in one variable. B. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. (Var. (bxf. S. (eac.)) Analyze and solve pairs of simultaneous linear equations. A. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. Analyze and solve pairs of simultaneous linear equations. B. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. Ex: $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 26$ cannot simultaneously be 5 and 6. Analyze and solve pairs of simultaneous linear equations. C. Solve real-world and mathematical problems leading to two linear equations in two variables. Ex: Given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair. FUNCTIONS Define, evaluate, and compare functions. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding	distinct points on a non-vertical line in the coordinate plane, derive the equation yems for a line through the origin and the equation yems for a line intercepting the vertical axis at b. Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. A. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and be are different numbers). Solve linear equations in one variable. B. Solve solutions require expanding expressions using the distributive property and collecting like terms. Var. both Sure 1. S	Uses similar triangles to explain why the slope <i>m</i> is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation <i>y=mx + b</i> for a line intercepting the vertical axis at <i>b</i> . Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. A. Give examples of linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. A. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions, show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and be are different numbers). Solve linear equations in one variable. B. Solve linear equations in one variable. B. Solve linear equations in one variable. B. Solve linear equations in one variable. A. Understand that solutions to a system of two linear equations in two variables and collecting like terms. Var. belia. Successively and collecting like terms. Var. belia. Successively and collecting like terms. Var. belia. Successively and collecting like terms. Var. belia. Successive points of intersection of their graphs, because points of intersection of their graphs, because points of intersection startify both equations simultaneously. Analyze and solve pairs of simultaneous linear equations. B. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. Bx: 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 26 cannot simultaneously be 5 and 6. Analyze and solve pairs of simultaneous linear equations. C. Solve real-world and mathematical problems leading to two linear equations in two variables. Excisive coordinates for two pairs of principle cases by inspection. Bx: 3x + 2y = 6 have no solution because at the points, stermine through	Use similar triangles to explain why the slope <i>m</i> is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation yerms for a line through the origin and the equation yerms of a line through the origin and the equation yerms of a line through the origin and the equation yerms of a line through the origin and the equation is one variable. A. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions, show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equations in the form x = a, a = a, or a = b results (where a and be are different numbers). Solve linear equations in one variable. B. Solve linear equations in one variable. B. Solve linear equations in one variable. B. Solve linear equations in one variable. A. Lindear equations in the results (where a and be are different numbers). Analyze and solve pairs of simultaneous linear equations. Analyze and solve pairs of simultaneous linear equations. B. Solve vystems of simultaneous in lear equations. B. Solve vystems of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously interare equations. B. Solve vystems of two linear equations. Solve simple cases by inspection. Ex: 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 26 cannot simultaneously be 5 and 6. Analyze and solve pairs of simultaneous linear equations. C. Solve real-world and mathematical problems leading to two linear equations in two variables and the pairs of simultaneous linear equations. C. Solve real-world and mathematical problems leading to two linear equations in the vovariables. Ex diventions the section of simultaneous linear equations in the section of simultaneous linear equations. C. Solve real-world and mathematical problems leading to two linear equations intersects the line throu	Use similar triangles to explain why the slope <i>m</i> is the same between any two distinct points on a non-vertical line in the coordinate plane, derive the equation years for a line through the origin and the equation years 4 for a line intercepting the vertical axis at 6. Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. A. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions, Show which of these possibilities is the case by successively transforming the given equation in some part of the search of the form x = a, a = a, or a = b results (where a and be are different numbers). Solve linear equations in one variable. S. Solve linear equations with rational number coefficients, including equations whose solutions per given serving the explaint of the form x = a, a = a, or a = b results (where a and be are different numbers). Solve linear equations in one variable. S. Solve linear equations in the variable solve part of the variable solve pairs of simultaneous linear equations. A understand that solutions to a system of two linear equations. S. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspections. Ex 3x + 2y = 3 and 3x - 2y = 6 have no solution because 3x + 26 cannot simultaneously be 5 and 6. Analyze and solve pairs of simultaneous linear equations. S. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equation of or their graphs, because of the original pairs of the pairs pair of pairs intrinsection of simultaneously by a solution of their graphs. Solve pairs of	Use similar triangles to explain why the slope in is the same between any two distinct points on a non-vertical line in the coordinate plane, derive the equation year, my for a line interpreting in the through the origin and the equation year. If or a line interpreting the vertical axis at b. Analyse and other linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. As the examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into equation in one variable with one solution in order than the case of the successively transforming the given equation into simple forms, until an equation of the form x = 0, a = 0, or a = 0 results (where a and be set edifferent and the set of the case	Use similar triangles to equal in why the sloce in it is the same between any two distinct points on an overetrial lies in the occurriance planes device the equation years for a line through the origin and the equation years of a line through the origin and the equation years of a line through the origin and the equation years of a line through the origin and the equation years of a for a line intercepting has a state. Analyze and solve linear equations in one variable with one solution, infinitely many solutions, from osultions. Show which of these possibilities is the case by successively transforming the given equation is in originately expanded to the present of the first possibilities is the case by successively transforming the given equation is non variable. As one examples of linear equations in one variable is the case by successively transforming the given equation is the original planes. The original planes is a supplication of the planes of the examples of the e

8.F.5	Describe qualitatively the functional releationship between two quantities by		<u> </u>	1				
0.1.3	analyzing a graph (e.g., where the function is increasing or decreasing, linear or	198-203	,		, ,			,
	nonlinear). Sketch a graph that exhibits the qualitative features of a function that	1000	1/	11	1/			1/
	has been described verbally. (rate of charge)	(cc) 38-41	4	4			-	7
		(6) 38-11	: /	1				; 1
	GEOMETRY							
	Understand congruence and similarity using physical models, transparencies, or							
	geometry software.	C= 112 119				1		
8.G.1a	Verify experimentally the properties of rotations, reflections, and translations:	(c) 42-49	1	4	17		Appropriation	1 1
	a. Lines are taken to lines, and the line segments to line segments of the same			l	7			4
	length.		ļ			<u> </u>		
8.G.1b	Verify experimentally the properties of rotations, reflections, and translations:	(CC) 42-49	2	11	14		And the second	()
	b. Angles are taken to angles of the same measure.				7	ļ		
8.G.1c	Verify experimentally the properties of rotations, reflections, and translations:	EC) 42-49	3	1/	1		-	4
	c. Parallel lines are taken to parallel lines.			1				A
8.G.2	Understand that a two-dimensional figure is congruent to another if the second can	320-325						. /
	be obtained from the first by a sequence of rotations, reflections, and translations;		2	11				4
	given two congruent figures, describe a sequence that exhibits the congruence	(cc) 45-49	5	9	9	COT-		1
	between them.					954		
8.G.3	Describe the effect of dilations, translations, rotations, and reflections on two-	225-231 332-341 @50-5	54 Y	4	4	dilatin of eye p. 227	-	4
	dimensional figures using coordinates.	4-7	Ţ!			Spinning Moori - CC 35		
8.G.4	Understand that a two-dimensional figure is similar to another if the second can be	218-230			1 /	troj. Semialeel		. 1
	obtained from the first by a sequence of rotations, reflections, translations, and		(\ \	V	4	(0		4
	dilations; given two similar two-dimensional figures, describe a sequence that	CC) 55-60						/
005	exhibits the similarity between them.							
8.G.5	Use informal arguments to establish facts about the angle sum and exterior angle of	306-313	. /		,	GRE-simple		
	triangles, about the angles created when parallel lines are cut by a transversal, and	300 717	4	L	4	ex.		L.
	the angle-angle criterion for similarity of triangles. Ex: Arragnge three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of	7377				straight-fund		7
	transversals why this is so.	(1)						
	Understand and apply the Pythagorean Theorem.	01110		3	0		BET FEBRUARING HACKERS ENGLISHED AND AND AND AND AND AND AND AND AND AN	
8.G.6	Explain a proof of the Pythagorean Theorem and its converse.	CC 61-63	OX.					3
8.G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right	1/1 (5)	1/	11	1/	Use this as a)		U
	triangles in real-world and mathematical problems in two and three dimensions.	161-171	7	4	4	proof, hus = raing	0	7
8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a				1 /	P.168-"rise Thin"		. /
	coordinate system.	173-177	3	14	V	The second secon		11
	Solve real-world and mathematical problems involving volume of cylinders, cones,	113-111				GRE-MAPS		17
	and spheres.			1 1	1/	few real-life		And the second s
8.G.9	Know the formulas for the volumes of cones, cylinders, and spheres and use them	373-384,	2	4	4	examples	-	2
	to solve real-world and mathematical problems.	397-404 (741?)		1	1	Ch pro		
	STATISTICS AND PROBABILITY							
	Investigate patterns of association in bivariate data.							
8.SP.1	Construct and interpret scatter plots for bivariate measurements data to investigate	508-517	1/) /		hoight = an coan		
	patterns of association between two quantities. Describe patterns such as	200-21	7		1/	height - am span shoes size - height		1/
	clustering, outliers, positive or negative association, linear association, and	(EE) 64-66		/	4	Shoes size - North	Inspiritely, pro-	-
	nonlinear association.	010	2	I	}	TV - exercise		(
					·			

8.SP.2	Know that straight lines are widely used to model relationsips between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	S10- S17	3	4	and francis		in the second second
8.SP.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. Ex: In a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.	\$10-\$17	3	3	Z	Divariate not in student ->	3
8.SP.4	Understand that patterns of association can also be seen in bivariate dategorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or colums to describe possible association between the two variables. Ex. collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?	@ 67-72	4	:	The second secon	lots of examples -	

rogana Iviath Connects: Concepts, Skills Problem Solving, Course 3, A Pre-Algebra Course AND Math Connects to the CCSS Supplement

3-USTRONG Glencoe McGraw-Hill Course 3

	MATHEMATICAL PRACTICES	Chapter/Section/Page				Justification/ Evidence	pieces of Math	Overall Rating
	1. Make sense of problems and persevere in solving them.	Correlation Cha	rt Provided wi	th multiple exa	mples			4
	2. Reason abstractly and quantitatively.	Correlation Cha	rt Provided wi	th multiple exa	mples			4
	3. Construct viable arguments and critique the reasoning of others.	Correlation Cha	rt Provided wi	th multiple exa	mples			4
	4. Model with mathematics.	Correlation Cha		•				4
	5. Use appropriate tools strategically.	Correlation Cha	rt Provided wi	th multiple exa	mples			4
	6. Attend to precision.	Correlation Cha			•			4
	7. Look for and make use of structure.	Correlation Cha	rt Provided wi	th multiple exa	mples			4
	8. Look for and express regularity in repeated reasoning.	Correlation Cha						4
8.NS	THE NUMBER SYSTEM							
		Chapter/Section/Page	Important Math Ideas	Skills and Procedures	Math Relation- ships	Summary/ Justification/ Evidence	Missing portions of Standards	Overall Rating
	Know that there are numbers that are not rational, and approximate them by rational numbers.					~ /	2	
8.NS.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeates eventually, and convert a decimal expansion which repeats eventually into a rational number.	All lessons are listed in Correlated to Math Connects, Crs 3 Chart	лO	100	rop	real	ist	colo
8.NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions	All lessons are listed in Correlated to Math Connects, Crs 3 Chart		MARK	19	110		
8.EE	EXPRESSIONS AND EQUATIONS	,			1000			
	Work with radicals and integer exponents.			TV				
8.EE.1	Know and apply the properties of integer exponents to generate equivalent numberical expressions.	All lessons are listed in Correlated to Math Connects, Crs 3 Chart	/					
8.EE.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that	All lessons are listed in Correlated to Math Connects, Crs 3 Chart						
8.EE.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.	All lessons are listed in Correlated to Math Connects, Crs 3 Chart						

				:			
8.EE.4	Perform operations with numbers expressed in scientific notation, including					:	1
	problems where both decimal and scientific notation are used. Use scientific	Att faces and lines of		:			
	notation and choose units of appropriate size for measurements of very large	All lessons are listed					
	or very small quantities. Interpret scientific notation that has been generated	in Correlated to Math			1		
	hy technology	Connects, Crs 3 Chart				:	
	Understand the connections between proportional relationships, lines, and						
	linear equations.		·				<u> </u>
8.EE.5	Graph proportional relationships, interpreting the unit rate as the slope of the						
	graph. Compare two different proportional relationships represented in	All lessons are listed				1	
	different ways. Ex: compare a distance-time graph to a distance-time equations to determine	in Correlated to Math				:	İ.
	which of two moving objects has greater speed.	Connects, Crs 3 Chart				1	
8.EE.6	Use similar triangles to explain why the slope <i>m</i> is the same between any two					1	
0.22.0	distinct points on a non-vertical line in the coordinate plane; derive the	All lessons are listed					
	equation $y=mx$ for a line through the origin and the equation $y=mx+b$ for a	in Correlated to Math				:	* *
	line intercepting the vertical axis at b .	Connects, Crs 3 Chart					
	Analyze and solve linear equations and pairs of simultaneous linear		***************************************				
	equations.		:				} }
8.EE.7a	Solve linear equations in one variable.					1	
	A. Give examples of linear equations in one variable with one solution,						
	infinitely many solutions, or no solutions. Show which of these possibilities is			i i			
	the case by successively transforming the given equation into simpler forms,	All lessons are listed					
	until an equivalent equation of the form x = a, a = a, or a = b results (where a	in Correlated to Math	1				
	and he are different numbers	Connects, Crs 3 Chart				:	
8.EE.7b	Solve linear equations in one variable.						
	B. Solve linear equations with rational number coefficients, including equations	All lessons are listed			:		
	whose solutions require expanding expressions using the distributive property	in Correlated to Math					
	and collecting like terms.	Connects, Crs 3 Chart					:
8.EE.8a	Analyze and solve pairs of simultaneous linear equations.	All lessons are listed					
	A. Understand that solutions to a system of two linear equations in two			:		4	
	variables correspond to points of intersection of their graphs, because points of	Connects, Crs 3 Chart					
	intersection satisfy both equations simultaneously.	Connects, Crs 5 Chart					
8.EE.8b	Analyze and solve pairs of simultaneous linear equations.						
	B. Solve systems of two linear equations in two variables algebraically, and	All lessons are listed					
	estimate solutions by graphing the equations. Solve simple cases by inspection.	in Correlated to Math					
	Ex: $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 26$ cannot	Connects, Crs 3 Chart					
8.EE.8c	simultaneously be 5 and 6. Analyze and solve pairs of simultaneous linear equations.	Cominacis, and control		······································			
O.LL.OL	C. Solve real-world and mathematical problems leading to two linear equations						
	in two variables. Ex: Given coordinates for two pairs of points, determine whether the line	All lessons are listed	·				
	through the first pair of points intersects the line through the second pair.	in Correlated to Math	:				
	anough the just pull of points intersects the line through the second point.	Connects, Crs 3 Chart					<u>;</u>
	FUNCTIONS			:			
	Define, evaluate, and compare functions.	:					

8.F.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (Note: Function notation is not required in 8th grade.)	9.2, Extend 9.2, 9.3, 9.6, Extend 9.6	4	4	4	4
8.F.2	Compare properties of two functions each represented in a different way (aggebraically, graphically, numerically in tables, or by verbal descriptions). Ex: Given a linear function represented by a table of values and a linear function represented by an algebralic expression, determine which function has the greater rate of change.	CCSS Lesson 7	4	4	4	4
8.F.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Ex: The function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9) which are not on a straight line.	9.3, 9.6, Extend 9.6, 10.1, 10.2, 10.4, Extend 10.4	4	4	4	4
	Use functions to model relationships between quantitites.		4	4	4	4
8.F.4 8.F.5	Construct a function to model a linear relationship between two quantities. Determine the reate of change and intial value of the function from a description of a relationship or from two (x,y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. Describe qualitatively the functional releationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or	4.3, 4.4, 9.3, 9.4, 9.5, Extend 9.5, 9.6, Extend 9.6, CCSS Lesson 8	4	4	4	4
	nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. GEOMETRY	Lesson 4.3 and CCSS Lesson 9				
	Understand congruence and similarity using physical models, transparencies, or geometry software.					
8.G.1a	Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and the line segments to line segments of the same length.	All lessons are listed in Correlated to Math Connects, Crs 3 Chart	Academic Life and Life Academic VI Academi			
8.G.1b	Verify experimentally the properties of rotations, reflections, and translations: b. Angles are taken to angles of the same measure.	All lessons are listed in Correlated to Math Connects, Crs 3 Chart				
8.G.1c	Verify experimentally the properties of rotations, reflections, and translations: c. Parallel lines are taken to parallel lines.	All lessons are listed in Correlated to Math Connects, Crs 3 Chart				
8.G.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	All lessons are listed				
8.G.3	Describe the effect of dilations, translations, rotations, and reflections on two- dimensional figures using coordinates.	All lessons are listed in Correlated to Math Connects, Crs 3 Chart				

						:
8.G.4	Understand that a two-dimensional figure is similar to another if the second			: :		
	can be obtained from the first by a sequence of rotations, reflections,	All lessons are listed				
	translations, and dilations; given two similar two-dimensional figures, describe	in Correlated to Math				
	a sequence that exhibits the similarity between them.	Connects, Crs 3 Chart				
0.65	11- information and attacks about the angle curs and outsries	Connects, Cis 5 Chart	1			
8.G.5	Use informal arguments to establish facts about the angle sum and exterior		,			
	angle of triangles, about the angles created when parallel lines are cut by a				•	:
	transversal, and the angle-angle criterion for similarity of triangles. Ex: Arragnge three copies of the same triangle so that the sum of the three angles appears to form a line, and	All lessons are listed			:	
	aive on argument in terms of transversals why this is so.	in Correlated to Math				
	give an argument in terms of a ansversals why this is so.	Connects, Crs 3 Chart				
[Understand and apply the Pythagorean Theorem.	d shared				
8.G.6	Explain a proof of the Pythagorean Theorem and its converse.	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			:	:
8.G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right	All lessons are listed				
	triangles in real-world and mathematical problems in two and three	in Correlated to Math				
	dimensions.	Connects, Crs 3 Chart				
8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a	All lessons are listed				
	coordinate system.	in Correlated to Math				
		Connects, Crs 3 Chart	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
	Solve real-world and mathematical problems involving volume of cylinders,					
	cones, and spheres.	· · · · · · · · · · · · · · · · · · ·				
8.G.9	Know the formulas for the volumes of cones, cylinders, and spheres and use	All lessons are listed				
}	them to solve real-world and mathematical problems.	in Correlated to Math	1			
and and all the second sections of the section of the second		Connects, Crs 3 Chart				:
	STATISTICS AND PROBABILITY			· · · · · · · · · · · · · · · · · · ·		
	Investigate patterns of association in bivariate data.					
8.SP.1	Construct and interpret scatter plots for bivariate measurements data to	All lessons are listed				
	investigate patterns of association between two quantities. Describe patterns					
	such as clustering, outliers, positive or negative association, linear association,	in Correlated to Math	•			
	and nonlinear association.	Connects, Crs 3 Chart				<u>;</u>
8.SP.2	Know that straight lines are widely used to model relationsips between two					
	quantitative variables. For scatter plots that suggest a linear association,	All lessons are listed				
	informally fit a straight line, and informally assess the model fit by judging the	in Correlated to Math				
	closeness of the data points to the line.	Connects, Crs 3 Chart				
0.000	The state of the section of the context of his prints					
8.SP.3	Use the equation of a linear model to solve problems in the context of bivariate	:			<u> </u>	
	measurement data, interpreting the slope and intercept. Ex: In a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight	All lessons are listed				
	each day is associated with an additional 1.5 cm in mature plant height.	in Correlated to Math				
	coeff day is observed with on additional and affin metale plane neight	Connects, Crs 3 Chart				

8.SP.4	Understand that patterns of association can also be seen in bivariate				
	categorical data by displaying frequencies and relative frequencies in a two-				
	way table. Construct and interpret a two-way table summarizing data on two				
	categorical variables collected from the same subjects. Use relative frequencies				
	calculated for rows or colums to describe possible association between the two	· •			ļ
	variables. Ex: Collect data from students in your class on whether or not they have a curfew on	All lessons are listed			
	school nights and whether or not they have assigned chores at home. Is there evidence that those	in Correlated to Math	1		
	who hove a curfew also tend to have chores?	Connects, Crs 3 Chart			

Instructional Materials **Analysis and Selection**

Phase 3: Assessing Content Alignment to the Common Core State Standards for Mathematics

Grade 8



Frontmette

Instructional Materials Analysis and Selection

The Charles A Dogs Center

Assessing Content Alignment to the Common Core State Standards for Mathematics

Thus took provides educators with a structured way to make informed decisions when selecting mathematics instructional materials. In particular, it can help you me more knowledgeable about the Common Core State Standards for Mathematics so you can select instructional materials aligned with those standards.

This resource can also be used with the Dana Center's larger 4-phase furnicational Materials Analysis and Selection toolses: Phase 1: Studying the Standards, Phase 2: Marrowing the Field of Instructional Materials. Phase 3: Assessing Subject-Anna Constant Magament, and Phase 4: Assessing Vertical Adignment of Instructional Materials. The particular resource you hold is a phase 3 tool that has been customized for assessing the alignment of instructional materials with the Instructional Materials. The particular resource you hold is a phase 2 tool that has been customized for assessing the alignment of instructional materials with the Common Core State Standards for Mathematics. Note that in 2009, the Phase Center developed a similar tool for indiana educators to use in analyzing the alignment of instructional materials to Indiana's Academic Standards for Mathematics.

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Indiana Math Connects
Course 3 8th Grade
Instructional Materials Analysis and Selection

Assessing Content Alignment to the Common Core State Standards for Mathematics

The Indiana Education Roundtable, The Indiana Department of Education, The Charles A. Dana Center at The University of Texas at Austin

2010-2011

Frontmatte

About the development of this resource

Thus tool, Instructional Materials Analysis and Selection: Assessing Content Alignment to the Common Core State Standards for Mathematics, draws on the Dana Center's nearly 20 years of experience in strengthening education and has been used extensively in Texas and, increasingly, other states, to help local achool dustricts and achools select instructional materials aligned with their standards. Development and production of the Instructional Materials Analysis solded was supported by the Charles A. Dana Center.

This resource consists of a set of 15 individual grade-level / course documents that span kindergarten through the third year of high school snathematics. There is I'ms resource commission a sec. 0.7 mursuant generatives received accessed as the plant plant of the plant plant of the plant plant of the plant plant of the plant plan Mathematics III). At the request of various states and other entities, the Dana Center has populated this Interactional Materials Analysis and Selection tool with standards from the Common Core State Standards for Mathematics for use by local districts in selecting instructional materials aligned with these standards.

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October 2010 release

We welcome your comments and suggestions for improvements—please send to dama-training@utlists.utexas.edu or the address in the copyright section above.

About the Charles A. Dana Center at The University of Texas at Austin

The Dana Center works to raise student achievement in K-16 mathematics and science, especially for historically underserved populations. We do so by providing direct service to school districts and institutions of higher education; to local, state, and national education leaders; and to agencies, nonprofits, and professional organizations concerned with strengthening American education.

The Center was founded in 1991 at The University of Tenas at Austin. We carry out our work by supporting high standards and building system capacity; collaborating with key state and national organizations to address contenting issues, creating and delivering professional supports for educators and education lookedry, and writing and publishing education resources, including student supports. Our staff of more than 60 has worked with dozens of school systems in mostly 20 states and with 90 percent of Texas's more than 1,000 school districts. We are committed to ensuring that the accident of where a child attends school does not limit the academic opportunities he or she can pursue.

For more information about our programs and resources, see our homopage at www.atdanaceater.org. To access our resources (many of them free), see our products index at www.nidamaccenter.org/products. And to learn more about our professional development—and sign up online—go to www.utdanaceater.org/pd.

The Chiefes A. Dana Capito

^{*} For the high school course sequences, we relied on the Comman Core State Standards Mathematics Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards, developed for the CCSS mitiative by Achieve, Inc., which convened and managed the Achieve Pathways

Acknowledgments

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The Charles A. Dans Center

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Introduction

Phase I: Studying the Standards

Phase 2: Narrowing the Field of Instructional Materials

Assessing Mathematical Content Alignment Phase 3:

The purpose of Phase 3: Assessing Mathematical Content Alignment is to determine the degree to which the materials are aligned to the standards (content and processes). In Place 3, participants conduct an in-depth review of the 2-3 instructional materials selected in Place 2. The Place 3 process requires selection committee members to use set criteris in order to determine a rating for each sample, to elic examples to justify their score for each sample, and to document standards that are missing or not well-developed in the instructional materials examined.

As a whole group, selection committee members should practice applying the Phase 3 rubric. The purpose of the whole group practice is to promote inter-rater reliability and calibration.

In Phase 3 it is not important to analyze every page, section, or obspiter of a resource. It is important to identify an area, topic, or big idea for the deep content analysis of Phase 3 (e.g. development of equivalent fractions, addition of whole numbers, development of proportionality...). The identified area, topic, or big idea will be used for all the instructional materials considered in Phase 3. The area, topic, or big idea can be identified through the use of student achievement data, curriculum priorities challenges, or ideas that typically make up a greater portion of instruction in particular grade levels courses. In most cases, Phase 3 will identify the one resource that is best aligned

Step-by-Step Instructions

- Use your current adoption to practice using the Phase 3 rubric. Select one big idea to focus your smallysis (see note above for selecting the
- independently, committee members use their current resource, the identified big idea (and associated pages in that resource), and the Phase 3 rubric to score and document the extent to which the material (content and processes) aligns to the standards.
- In small groups, committee members share their scoring and justifications. Small groups come to consensus on how the current resource would score on this hig idea.
- Each small group shares with the large group their score. Repeat the consensus building to generate a large group score on this big idea.
- Clarify any misunderstandings about how to apply the rubric before committee members begin to use Phase 3 rubric on the selected

Table of contents

Scoring Rubric and Documentation Forms

Introduction.

- Based on the size of the selection committee, determine the number of areas, topics, or big ideas to be examined for each grade course. If the group size is large, more areas, topics, big ideas can be examined within each grade level course.
- Make sure committee members have multiple copies of the Phase 3 rubric.

Documenting Alignment to the CCSS for Mathematics: Standards for Mathematical Practice.....

Documenting Alignment to the CCSS for Mathematics: Standards for Mathematical Content....

- Committee members apply the Phase 3 rubric for each of the materials.
- Establish a time line for groups to complete and submit Phase 3 documentation.
- Establish a data collection and analysis process to attain a rating for each resource.

Materials and Supplies

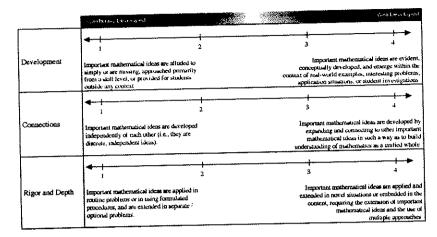
- Phase 3: Assessing Mathematical Content Alignment black line master --- multiple copies per person
- Currently used instructional resource
- The 2 to 4 instructional materials selected in Phase 2

Assessing Vertical Alignment of Instructional Materials

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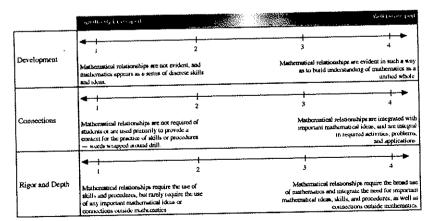
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Important Mathematical Ideas: Understanding the scoring



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Mathematical Relationships: Understanding the scoring



Skills and Procedures: Understanding the scoring

	seperficults becelving	Well Developed
Development	Skills and procedures are the primary focus, are developed without conceptual understanding, and are locally connected to important nucleomatoral ideas — important nucleomatoral ideas — important nucleomatoral ideas are admissible.	3 Skills and procedures are integrated with important intelemented tokes and are presented as important tooks in applying and understanding important mathematic all ideas.
Connections	Skills and procedures are treated as discrete skills rurely connected to important mathematical ideas or other skills and procedures.	3 Stalls and procedures are integrated with—and consistently connected to—important numbers asset i does and other important numbers asset in dees and other highly and pre-exchange.
Rigor and Depth	Skills and procedures are practiced without conceptual understanding outside any context, do not require the use of important numbersation ideas, and are primarily procedured in once currents and drill	3 4 Skills and procedures are critical to the application and understanding of important mathematical ideas, and are embedded in problem situations

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Ren	riewed By:
	le of Instructional Materials:
Pocumenting Alignment to the standards for Mathematical Practice	
Make sense of problems and persevere in solving them.	
the problem, transform algebraic expressions or change the viewing window proficious students can explain correspondences between equations, verbal di- relationships, graph data, and search for regularity or trends. Younger studen- tion of the control of the properties of the profit scheck their answers to to	as only against a second of the control of the original problem in order to hange course it necessary. Older students might, depending on the context of on their graphing calculator to get the information they need. Mathematically control of the context of the
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The Charles A. Dona Center

Pocumenting Alignment to the structional Materials:	Documenting Alignment to the Standards for Mathematical Practice
2. Reason abstractly and quantitatively.	
2. Reason abstractly and quantitatively. Mathematically proficient students make sease of quantities and their relationships in problem situations. They bring two complementary abilities to bear our problems involving quantitative relationships: the ability to deconactualize—to abstract a given situation and represent it symbolically and manipulate the representating ay mobile as if they have a bite of their own, without necessarily attending to their referents—and the ability to conscituation, to pusse as needed during the manipulation process in order to proble into the referents for the symbolic involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects. The symbol of the problem of the problem of the problem of the problem of the meaning of quantities, not just how to compute them; and the objects. The symbol of the problem of the problem of the problem of the meaning of quantities, not just how to compute them; and the objects. The symbol of the problem of the meaning of quantities, not just how to compute them; and the objects. The symbol of the problem of the meaning of quantities, possible of the meaning of quantities, possible of the meaning of quantities. The symbol of the problem of the problem of the problem of the meaning of quantities of the problem of the meaning of quantities. The symbol of the problem of	Mathematically proficient students understand and use stated assumptions, definitions, and previously catalytished results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason industriefy about dota, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments outled from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments outled from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments only on recovery and arguments are make some and the correct, even though they are not generalized or made formal until state grades. Later, students learn to determine domains to which an argument applies. Students at all grades can instem or read the arguments of others, decide whether they make sense; and account and the surface of the context of
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Tide of Instructional Materials: and ards for Mathematical Practice Model with mathematics.	Title of Instructional Manufale
Tide of Instructional Materials: andards for Mathematical Practice	Documenting Alignment to the Standards for Mathematical Practice 5. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include peacit and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical pockage, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful recognizing both the imight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solvations governated using a graphing calculator. They deter possible errors by strategically using estimation and other mathematical tools lead to the making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare productions with data. Mathematically proficient students of various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pass or solve problems. They are able to use technological tools to explore and deepon their understanding of concepts. The state of
Tide of Instructional Materials: and and so for Mathematical Practice Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to umplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulan. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the contest of the situation and	Documenting Alignment to the Standards for Mathematical Practice 5. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical pockage, or dynamic geometry software. Producinot students are sufficiently familiar with tools appropriate for their grade or course to make sound desires on about when each of these tools might be helpful, recognizing both the instight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions geometred using a graphing calculator. They detect possible errors by strategoally using estimation and other mathematical knowledge. When making mathematical models, they know that technology can caushe them to visualize the results of varying assumptions, explore consequences, and compute productions with data. Mathematically proficient students at vanua grade levels are able to identify relevant external mathematical resources, such as defined content in data of the technology can caushe them. The are allegated content in the content of the profit of the profit of the content of the profit of

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end to precision.	
	others. They try to use clear definitions in discussion with others and in their own
asyming. They state the meaning of the symmost they choose, nor earlying units of measure, and labeling axes to charify the corresponding to the correspond	Contest for dry to the count sign consistently and appropriately. They are careful about pundence with quantities in a problem. They calculate accurately and efficiently, for the problem context. In the elementary grades, attodates give carefully formulated place learned to examine claims and make explicit use of definitions.
icase the chapsar(s), succions(s), so page(s) verticaned.	Pertions of the mechanistical practice that are salming or not well developed in the tostructional materials (if any):
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Look for and express regularity in repeated reasoning.	
might notice when dividing 25 by 11 that they are repeating the a paying attention to the calculation of slope as they repeatedly cha- abstract the equation $(v-2)(x-1)=3$. Noticing the regularity i	exted, and took both for general methods and for shortcuts. Upper elementary students some calculations over and over again, and conclude they have a repenting decimal. By each whether points are on the line through $(1,2)$ with slope 3 , middle school students might in the way terms cancel when expanding $(x-1)(x+1)$, $(x-1)(x^2+x+1)$, and or the sum of a geometric series. As they work to solve a problem, mathematically saling to the details. They continually evaluate the reasonableness of their intermediate $\frac{1}{2} \left(\frac{1}{2} \left($
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ook for and make use of structure.	
auxiliary line for solving problems. They also can seep out. for an order law expressions, as single objects or as being composed of several objects. For example, the send use that to realize that its value cannot be more than 5 for any real number of the second of th	both the distributive property. In the expression $x^2 + 9x + 14$, older students in existing line in a geometric figure and can use the strategy of drawing an and shift perspective. They can see complicated things, such as some algebraic nample, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square entrangle.
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ATHEMATICS: GRADE 8 THE NUMBER SYSTEM 8.NS	Title of Instructional Materials:
now that there are numbers that are not rational, and approximate tem by rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
.NS.1 Inow that numbers that are not rational are called irrational. Understand formally that every number has a decimal expansion; for rational numbers how that the decimal expansion ropeats eventually, and convert a decimal	Important Mathematical Idoas
expansion which repeats eventually into a rational number. example 13 given to acld this 5 tandard, 5 tudyn	Skills and Procedures 1 3 1 Mathematical Relationships 2 3
how to do it, but not w	Summary / Justification / Evidence
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Documenting Alignment to the Standards for Mathematical Practice 7. Look for and make use of structure.

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Know that there are numbers that are not rational, and approximate them by rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.	Work with radicals and integer exponents.	Summary and documentation of how the domain, cluster, and standard
8.NS.2			met. Cite examples from the materials.
Use retional approximations of irrational numbers to compare the size of	Important Mathematical Ideas	8.EE 1	
irrational numbers, locate them approximately on a number line degram, and estimate the value of expressions (e.g., π). For example, by truncating	1 2 /3 / 4	Know and apply the properties of integer exponents to generate equivaler numerical expressions. For example, 3 ² × 3 ⁻⁹ = 3 ⁻³ × 1/3 ³ × 1/2 ² .	it Important Mathemetical Ideas
is decimal expansion of Y2, about that Y2 is between 1 and 2, then between		A 37 = 37 = 1/31 = 1/27.	1 1
4 and 1.5, and explain how to continue on to get better approximations.	Skills and Procedures		
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gractice problems w/#/in	Summary / Justification / Evidence	address this exp. rule.	Summery / Justification / Evidence
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2	Important Mathemetical Ideas	\$.EE.3	met. Cite examples from the materials.
square root and cube root symbols to represent solutions to equations a form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate	The state of the s	Use numbers expressed in the form of a single digit times an integer power	Important Mathemetical Ideas
is 1000 of single portoit squaret ship cube (pots of small perfect cubes.	' / '// ' '	of in th designate ActA (mide of AbiA state) crisupper work to excress home	
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ork with radicals and integer exponents.	met. Cits examples from the materials.	s.EE.S
EE4	Important Mathematical Ideas	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in
form operations with numbers expressed in scientific notation, including plems where both decimal and scientific notation are used. Use	1 Chail	the graph. Company on the description of the description of the description of the description of the moving objects has greater speed byte agustion to determine which of two moving objects has greater speed
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o distinct points on a pon-vertical line in the coordinate plants, desire an	' i : //	 Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these
uation $y = mx$ for a line through the origin and the equation $y = mx + b$ in intercepting the vertical axis at b	/. 12://\	possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form
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7. Solve linear equations in one variable.	Important Mathematical Ideas	8. Analyze and solve pairs of simultaneous linear equations.	Important Mathematical Ideas
 Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the 	3 1	Understand that solutions to a system of two linear equations in	1 2 /3
distributive property and collecting like terms.	-// \	two variables correspond to points of intersection of their or anhe	
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IATHEMATICS; GRADE \$ - EXPRESSIONS AND EQUATIONS - 8.6	#E /	" Tid Mathematics: grade 8 - expressions and equations - 8.ee	e of Instructional Materials:
nalyze and solve linear equations and pairs of simultaneous linear		- 8.EE	•
quations.	Summary and documentation of how the domain, cluster, and standard are met. Cits examples from the meterials.	Analyze and solve linear equations and pairs of simultaneous linear	Summary and documentation of how the domain, cluster, and standard are
EE.8b			met. Cite examples from the materials.
. Analyze and solve pairs of simultaneous linear equations,	Important Methematical Ideas	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	mportent Mathematical (deas
 Solve systems of two linear equations in two variables algebraically, 	1 23/3	a. sample and sold being of stitutionous spear educations.	
and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have		 Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two 	382
no solution because 3x + 2y cannot simultaneously be 5 and 6.	Skits and Procedures	pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.	Skills and Procedures
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MATHEMATICS: GRADE 8 - FUNCTIONS - 8.F			Add and the standard and are
 	Summery and documentation of how the domain, cluster, and standard are	Define, evaluate, and compare functions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Define, evaluate, and compare functions.	met. Cite examples from the materials.	8.5.2	
8.F.1	Important Mathematical Ideas	Compare properties of two functions each represented in a different way	Important Mathematical Ideas
Understand that a function is a rule that assigns to each input exactly one		(Alaskanically associated competically in tables, of by Verbil ocacinosom).	1 (2/ , 1)
output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.		For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which	
approximation of the state of t		function has the greater rate of change	Skills and Procedures
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MATHEMATICS: GRADE 8 FUNCTIONS 8.F Define, evaluate, and compare functions. 8.F.3	Reviewed By: Title of Instructional Materials: Burnmary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.	MATHEMATICS: GRADE 8 – FUNCTIONS ~ 8.F Use functions to model relationships between quantities. 8.F.4 Control of a function to model a linear relationship between two quantities.	Title of instructional Materials:
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MATHEMATICS: GRADE 8 - FUNCTIONS - 8.F		MATHEMATICS: GRADE 8 - GEOMETRY - 8.G	Title of Instructional Materials:
Use functions to model relationships between quantities.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.	Understand congruence and similarity using physical models,	Summary and documentation of how the domain, cluster, and standard
8.F.6		transparencies, or geometry software. 8.G.1a	met. Cita examples from the materiets.
Describe qualitatively the functional relationship between two quantities	Important Mathematical Ideas	Verify experimentally the properties of rotations, reflections, and	Important Mathematical Ideas
by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a		translations;	1 2 3 /
function that has been described verbally.		a. Lines are taken to lines, and line segments to line segments of the	1
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Extal 9.2		6.6 - 6. T	developed in the instructional materials (if any):
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MATHEMATICS: GRADE 8 - GEOMETRY - 8.G

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ow that straight lines are widely used to model relationships between two antitative variables. For scatter plots that suggest a knear association, ormally fit a straight line, and informally assess the model fit by judging the	Important Mathemétical (des	* (+)	2	3	 →
oseness of the data points to the line.	Skits and Procedures	/ * 	2	3	- →
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